

CHILDREN'S LITERATURE: THE RELATIONSHIP BETWEEN LITERARY TEXT AND MEDIA USED IN YOUNG LEARNERS' CLASS

Tri Wahyuni Chasanatun

IKIP PGRI Madiun

uniechasa@gmail.com

Abstract: One of the characteristics of young learners is that they sometimes have difficulty in knowing what is fact and what is fiction. The dividing line between the real world and the imaginary world is not clear. They also love to play, and learn best when they are enjoying themselves. But they also take themselves seriously and like to think that what they are doing is 'real' work (A.Scott W, et al.:1) In this article, the writer will discuss about the implementation of E-Literature as the source of material that will be used by the young learners' teacher in class. "Children's literature is good-quality trade books for children from birth to adolescence, covering topics of relevance and interest to children of those ages, through prose and poetry, fiction and nonfiction" (Tomlinson M.C and Lynch-Brown C: 1999). There are 3 relationship between literary text and media. The first refers to electronically *augmented* literary texts, or perhaps electronically augmented experience relating to literary texts. This category is concerned with literature that has been published in book format only, but the books are augmented with online resources that enhance and extend the story world of the book. The second category of relationship among literary texts and digital media is the electronically re-contextualized literary text. In this category, literature that has been published in book form is re-published online or as a CD-ROM. The third category relating narratives to digital format is the digitally originated literary text. These are stories that have been published in digital format only-on the web CD-ROM (Unsworth.Len. 2005:2). This kind of material from literary text can be used in teaching and learning process whether it will be in a group or in pair.

Keywords: *Literary Text, Young Learner, Implementation in the Classroom*

Introduction

Young learner is divided into two main groups (Wendy A.Scott and Lisbeth H.ytreberg). They are the five to seven year olds and the eight to ten year olds. The students in the age of five to seven year olds tend to be able to talk about what they are doing, what they have done or heard and understand about direct human interaction. Meanwhile the characteristics of the young language learner are they understand situations more quickly than they understand the language used, they use language skills long before they are aware of them, their own understanding comes through hands and eyes and ears, they have a very short attention and concentration span.

One of the characteristics of young learners is that they sometimes have difficulty in knowing what is fact and what is fiction. The dividing line between the real world and the imaginary world is not clear. They also love to play, and learn best when they are enjoying themselves. But they also take themselves seriously and like to think that what they are doing is 'real' work (A.Scott W, et al.:1) In this article, the writer will discuss about the implementation of E-Literature as the source of material that will be used by the young learners' teacher in class.

Discussion

1. Children's Literature

"Children's literature is good-quality trade books for children from birth to adolescence, covering topics of relevance and interest to children of those ages, through prose and poetry, fiction and nonfiction." (Tomlinson M.C and Lynch-Brown C: 1999) The purpose of choosing trade book rather than textbook for children's literature is because both of them have different meaning. According to teacher and librarians in Tomlinson M.C and Lynch-Brown "textbook by design and content, is for the purpose of instruction. Textbook used by every school in order to use it in classroom or as instructional media. In contrast, a trade book, by design and content primarily for the purposes of entertainment and information.

The important thing is that parents, teachers, and children should notice about the quality of book itself. Tomlinson M.C and Lynch-Brown C stated that "Quality in writing is never easy to define, but it has to do with originality and importance ideas, imaginative use of language, and beauty of literary and artistic style that enable a work to remain fresh, interesting, and meaningful for years and years."

2. The personal value of literature to children

Tomlinson M.C and Lynch-Brown C in their book entitled “Children’s Literature” write that the teacher and librarian should justify the benefits of literature in the classroom. They are: (1) Enjoyment, what is meant by enjoyment here is that, when you read widely as children, you will never forget the stories that were so funny that you laughed out loud, the poem that was so lilting that you were never forget it, or the mystery that was so scary that your heart thumped with apprehension; (2) Imagination and Inspiration, By seeing the world around them in new ways and by considering ways of living other than their own, children increase their ability to think divergently. Through the vicarious experience of entering a different world from the present one, children develop their imaginations. In addition, stories about people, both real and imaginary, can inspire children to overcome obstacles, accept different perspectives, and formulate personal goals; (3) Vicarious Experiences are broadening for children because they, as readers, are taken places and times that they could never actually visit-and might not want to. A vicarious experience can also be a good mental exercise for children, since they are asked to view situations from perspectives other than their own; (4) Understanding and Empathy, Literature helps young people to gain an appreciation of the universality of human needs across history, which makes it possible for them to understand that all humans are, to some degree, alike. By introducing children to stories from many lands and cultures, teachers and librarians are building a solid foundation for multicultural and international understanding; (5) Heritage, Stories that are handed down from one generation to the next connect us to our past, to the roots of our specific cultures, national heritage, and general human condition. Stories are the repositories of culture. Knowing the tales, characters, expressions, and adages that are part of our cultural heritage makes us culturally literate. Stories based on fact help young people to gain a greater appreciation for what history is and for the people, both ordinary and extraordinary, who made history; (6) Moral Reasoning, Young readers naturally consider what they themselves would do in such a situation. As the story unfolds and the character’s decision and the consequences of that choice are disclosed, readers discover whether their own decisions would have had positive outcomes. Regular experience with these types of stories can help young people to formulate their own concepts of right and wrong; (7) Literary and artistic Preferences, Children, who read regularly from a wide variety of children’s books, soon develop their own personal preferences for types of books and select favorite authors and illustrators. The more children know about their world, the more they discover about themselves-who they are, what they value, and what they stand for. These personal insights alone are sufficient to warrant making good books and essential part of any child’s home and school experiences.

3. Books and computer-based literary narratives

Besides trade books and textbook that can be used for students’ in learning process, students especially for young learners could learn from images that they found in textbook. It happens because some of them in the age of young learner are already couldn’t read yet. (Kathy East and Rebecca L.Thomas: 2) Moreover the increasing and developing of internet technology make the teacher or education practitioners easily find the suitable material as the source of their teaching learning process for their students. Student especially young learner learns language from textbook or trade book. A textbook, by design and content, is for purpose of instruction. Meanwhile trade book, by design and content is primarily for the purposes of entertainment and information. (Tomlinson M.C and Lynch-Brown C: 1999: 20)

There are 3 relationship between literary text and media. The first refers to electronically *augmented* literary texts, or perhaps electronically augmented experience relating to literary texts. This category is concerned with literature that has been published in book format only, but the books are augmented with online resources that enhance and extend the story world of the book. The second category of relationship among literary texts and digital media is the electronically re-contextualized literary text. In this category, literature that has been published in book form is re-published online or as a CD-ROM. The third category relating narratives to digital format is the digitally originated literary text. These are stories that have been published in digital format only-on the web CD-ROM (Unsworth.Len. 2005:2). This kind of material from literary text can be used in teaching and learning process whether it will be in a group or in pair.

The great variety of literary narratives for children and adolescents published on the web can be categorized as follows:

- a. E-stories for early readers —these are texts which utilize audio combined with hyperlinks to support young children in learning to decode the printed text by providing models of oral reading of stories and frequently of the pronunciation of individual words;
- b. Linear e-narratives —these are essentially the same kinds of story presentations which are found in books, frequently illustrated, but presented on a computer screen;
- c. E-narratives and interactive story contexts —the presentation of these stories is very similar to that of linear e-narratives, however the story context is often elaborated by access to separate information about character s, story setting in the form of maps, and links to factual information

and/or other stories. In some examples it is possible to access this kind of contextual information while reading the story;

- d. Hypertext narratives—although frequently making use of a range of different types of hyperlinks, these stories are distinguished by their focus on text, to the almost entire exclusion of images;
- e. Hypermedia narratives—these stories use a range of hyperlinks involving text and images, often in combination.

4. Principles for the Design and Implementation of Coherent Classroom Programs of work

The pedagogic framework involves the strategic use of student-centered, discovery learning as well as teacher directed, overt teaching and intermediate, guided investigations of various kinds. Managing classroom learning also includes designing learning experiences based on collaborative small group activities, individual independent work and common whole class tasks.

The teacher at times will be a facilitator and guide or a co-researcher, but at times will be an authoritative leader and direct instructor. The principles of dynamic, functional organization of whole class, small group and individual learning

Conclusion

One of the characteristics of young learners is that they sometimes have difficulty in knowing what is fact and what is fiction. The dividing line between the real world and the imaginary world is not clear. Students especially young learner learns language from textbook or trade book. A textbook, by design and content, is for purpose of instruction. Meanwhile trade book, by design and content is primarily for the purposes of entertainment and information.

There are 3 relationship between literary text and media. The first refers to electronically *augmented* literary texts, or perhaps electronically augmented experience relating to literary texts. The second category of relationship among literary texts and digital media is the electronically re-contextualized literary text. In this category, literature that has been published in book form is re-published online or as a CD-ROM. The third category relating narratives to digital format is the digitally originated literary text. These are stories that have been published in digital format only-on the web CD-ROM.

In teaching and learning process The teacher at times will be a facilitator and guide or a co-researcher, but at times will be an authoritative leader and direct instructor. The principles of dynamic, functional organization of whole class, small group and individual learning

Bibliography

Scott, A.Wendy and Ytreberg, H.Lisbeth. *Teaching English to Children*. London New York : Longman
Tomlinson M.C and Lynch-Brown C. 1999. *Essentials of Children's Literature*. United States of America
East, Kathy and Thomas Rebecca L. 2007. *Across Cultures; A guide to Multicultural Literature for Children*. Westport, Conn.London.